DOCUMENT RESUME

ED 071 600 HE 003 736

| | |
|---|---|
| AUTHOR | MacDougall, Barrett |
| TITLE | Oregon's WICHE Intern Program. |
| INSTITUTION | Oregon State Univ., Portland.; Western Interstate Commission for Higher Education, Boulder, Colo. Resources Development Internship Program. |
| PUB DATE | [72] |
| NOTE | 37p. |
| EDRS PRICE | MF-$0.65 HC-$3.29 |
| DESCRIPTORS | *Field Experience Programs; *Higher Education; *Internship Programs; *Program Evaluation; Program Improvement; *Program Planning |
| IDENTIFIERS | *Oregon |

ABSTRACT

During 1971, Carl Goebel prepared for the Western Interstate Commission for Higher Education (WICHE) a report entitled "Evaluation of the WICHE Intern Program in the State of Oregon." In this evaluation he pointed out a number of the deficiencies, as well as the strengths of the program. In concluding, Goebel made a number of suggestions and recommendations as to how the program could be modified so as to make it even more useful for potential as well as actual sponsoring agencies and interns. This report contains a narrative history of the recruitment of agencies and students for the Oregon WICHE Intern Program during 1972, with special reference to the criticisms and recommendations of the Goebel Report. Secondly, it contains a progress report on the local administration of the program during the summer of 1972, and finally, it contains a summary of work and planning already in progress for 1973. (Author/HS)

ED 071600

# Oregon's WICHE Intern Program

by

Barrett MacDougall

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

HE 003 736

Resources Development Internship Program
Western Interstate Commission for Higher Education

Urban Studies Center,
Portland State University

The ideas and opinions expressed
in this report
are those of the author.
They do not necessarily reflect
the views of the
WICHE Commissioners or WICHE staff.

The Resources Development Internship Program
has been financed during 1972 by grants
from the
Economic Development Administration,
Jessie Smith Noyes Foundation,
National Endowment for the Humanities,
National Science Foundation
and by more than one hundred community
agencies throughout the West.

TABLE OF CONTENTS

INTRODUCTION . . . . . 1

AGENCY RECRUITMENT--1972 . . . . . 2

STUDENT RECRUITMENT--1972 . . . . . 5

SUMMER ADMINISTRATION--1972 . . . . . 9

STUDENT RECRUITMENT--1973 RECOMMENDATIONS . . . . . 15

APPENDICES

Appendix I List of Projects . . . . . 18

Appendix II Letter of Introduction . . . . . 23

Appendix III Application Forms . . . . . 25

## INTRODUCTION

During and after the summer of 1971, Carl Goebel, a Ph.D. candidate in Urban Studies/Economics at Portland State University, prepared for the Western Interstate Commission for Higher Education (WICHE), a report entitled Evaluation of the WICHE Intern Program in the State of Oregon. In this evaluation (hereinafter referred to as the Goebel Report), he pointed out a number of the deficiencies, as well as the strengths of the program. He noted what, in fact, appeared to be a retrogression rather than an improvement from 1970 to 1971. In concluding, Goebel made a number of suggestions and recommendations as to how the program could be modified so as to make it even more useful for potential as well as actual sponsoring agencies and interns.

It is now the summer of 1972 and this current report is being written addressing itself to a number of matters. First, it will contain a narrative history of the recruitment of agencies and students for the Oregon WICHE Intern Program during 1972, with special reference to the criticisms and recommendations of the Goebel Report. Secondly, it will contain a progress report on the local administration of the program during the summer of 1972. Finally, it will contain a summary of work and planning already in progress for 1973, as well as further suggestions for the improvement thereof. The writer hopes to demonstrate three things: 1) that the Goebel Report has been taken seriously as a viable document containing feasible suggestions for the upgrading of the program; 2) the extent to which these recommendations have been implemented; and 3) that the program remains self-critical, that it has become neither self-satisfied nor complacent with its improvement but continues to seek ways to grow both in quantity and quality.

AGENCY RECRUITMENT -- 1972

Since the WICHE Intern Program's inception in 1969, recruitment of both interns and sponsoring agencies in Oregon and Southern Washington has been handled by the Urban Studies Center at Portland State University. (This refers only to one of WICHE's programs -- originally known as the Economic Development Internship Program. The name was changed in 1971 to Resources Development Internship Program to reflect the Program's new and broader scope.) Some indication of the Program's growth in Oregon during this period can be seen from the following table.

| Year | Number of Agencies in which Interns Were Placed |
|---|---|
| 1969 | 1 |
| 1970 | 10 |
| 1971 | 11 |
| 1972 | 35 |

It is worth noting at this point that for 11 of the WICHE member states, recruitment of interns and agencies has been done by the WICHE central office in Boulder, Colorado. In only two states, Oregon and California, have local universities (Portland State and the University of California at Davis respectively) borne primary responsibility for recruitment. Southern Washington has been included with Oregon primarily because of this region's strong trans-Columbia River economic and cultural ties.

Active recruitment of sponsoring agencies for the summer of 1972 began late in December of 1971. A number of sources were consulted to obtain the names of potential sponsors. First among these was the list of past sponsors. Next, four very useful publications were examined. These were the Oregon Blue Book, 1971-72 (Clay Myers, Oregon Secretary of State, Salem, 1970), The Human Resources Director: Community Agencies and Organizations (D. R. Rinehart, Project Director, Oregon State University Press [OCE Publications], Corvallis, 1970); Directory of Community Services in Clackamas, Multnomah, and Washington Counties -- Third Edition (Tri-County Community Council, Portland, 1969); and Directory of Youth Programs and Services within Portland and Multnomah County (Metropolitan Youth Commission, Portland, 1972). Another extremely useful source of potential sponsors was the list of persons contacted earlier by WICHE in Boulder, and who had expressed an interest in the program. Perhaps the most valuable sources of contacts were the Oregon WICHE Intern Program coordinator's unique personal knowledge of agencies within the Greater Portland area, and the continuing contacts between the Urban Studies Center and the community.

In January of 1972 the coordinator hired a work-study student from Portland State to assist in contacting the various agencies, and at the same time, "co-opted" the services of one of the graduate assistants in the Urban Studies Ph.D program. These three individuals wrote and telephoned as many potential sponsors as they could think of, and as time permitted. Each

agency contacted was asked not only about their own interests in the program, but also to name any other persons or agencies they thought might like to be involved.

Standard operating procedure was to write the agency a letter outlining the program, and inviting the agency to telephone one of the three people involved at the Urban Studies Center. After enough time had passed for those contacted by mail to have received and read their material, they were telephoned and asked about their interest. If they expressed some interest but were not yet willing to make a commitment, they were contacted again at regular intervals until they made a decision one way or the other.

That this process was at least partially successful can be seen from the increase in the number of sponsors from 11 in 1971 to 35 in 1972. In summary, the basic causes of this increase seem to be:

1) an earlier start in recruiting sponsors;
2) the increased manpower available;
3) the 1972 coordinator's greater familiarity with organizations in the Portland area; and
4) the more systematic approach to the recruitment procedure.

Another factor, not attributable to any activities carried on or through the Urban Studies Center, is that past sponsors appear to be letting other related agencies know of the WICHE Intern Program.

While the recruitment of agencies seems to have been more systematic and successful in 1972 than in 1971, it was by no means perfect. The greatest drawback appears to be that, once again, active recruiting was begun too late. Agencies, especially those in which expenditures of scarce funds must be decided upon by committees, move notoriously, but understandably slowly. Some of the more common problems encountered by the Urban Studies Center in recruiting agencies for the program included:

1) Ignorance of WICHE in general and the intern program in particular on the part of potential sponsors. This can, it is hoped, be overcome by this year's earlier start both at the Urban Studies Center and at WICHE in Boulder.

2) Confusion of the WICHE Intern Program with other, usually unsuccessful internship programs. One agency, for example, refused to consider using a WICHE intern because it had found that high school students used as staff interns required an inordinate amount of supervision and were thus, in actuality, counterproductive. This agency could not be convinced that all intern programs were not the same.

3) From time to time a lack of definitive printed material from Boulder on the program hindered recruitment efforts.

4) Letters, materials and even phone calls to state and federal government agencies became lost in the bureaucratic labyrinth. This was due mostly to not knowing which individuals and sub-agencies to contact.

Sponsor recruitment for 1973 is already underway. This, in itself, is an encouraging sign. Federal and state agencies are even now being contacted, and, hopefully, this early start will put WICHE in touch with the appropriate program personnel. Because recruitment is underway, it is too late for recommendations of the type that might appear here to be adopted. Therefore they are omitted. On the other hand, it is far too early to evaluate the success of 1973 sponsor recruitment. That activity is, therefore, postponed to a later date.

## STUDENT RECRUITMENT -- 1972

The Goebel Report pointed out that one area of severe deficiency in the WICHE Intern Program in Oregon was in the field of intern recruitment and selection. It is proposed in this section to summarize the 1972 intern selection process and indicate what shortcomings remain.

As soon as sponsors had been recruited, and their projects defined to the point that the sorts of student expertise required could be determined, the recruitment of students began. The same three people involved in the agency recruitment -- the coordinator, his graduate assistant and the work-study student -- were involved in student recruitment. A second work-study student was also hired, primarily to provide secretarial assistance.

The first step taken was to contact every four-year college and university in the State of Oregon in order to get two items from each of them: 1) a list of faculty and staff members by school and department; and 2) a list of student organizations on campus and their heads. From these lists a master list of possible contacts was drawn up. Next, a mass mailing was sent out to everyone on this master list. Faculty members were sent letters asking them to inform qualified students of the WICHE program. Heads of student organizations received similar letters requesting them to make the program known to their members. Application forms and project descriptions (Appendix I) were included with the letters. Simultaneously, news stories concerning the program were released to each campus newspaper for publication. As projects were revised or added, this new information was transmitted to all the contacts, and subsequent news releases were also sent out.

This was the largest and, in terms of generating applications, most successful student recruitment in the short history of the Oregon WICHE program. In 1970 there were approximately 30 applicants for 14 positions; in 1971 recruitment was more limited, the applicant:position ratio being about 1:1 for the 15 positions available. In 1972, however, there were 547 applicants for 47 positions, a ratio of almost 12:1.

The method adopted was, admittedly, very much of a shotgun approach. As the Goebel Report pointed out, it suffered from the weakness of depending to a large extent on often disinterested third parties, both faculty members and student leaders. But it did generate applicants. Analysis of student response to the question on the application form, "Who recommended that you apply for a WICHE internship?" yields the following results.

| Who | Number | Percent |
|---|---|---|
| Instructor | 201 | 50% |
| Advisor or counselor | 39 | 10 |
| Urban Studies Center | 38 | 10 |
| OSPIRG | 27 | 7 |

| Who | Number | Percent |
|---|---|---|
| Fellow students | 23 | 6% |
| Posted announcement | 19 | 5 |
| Sponsoring agency | 13 | 3 |
| Campus newspaper | 11 | 3 |
| Student organization | 4 | 1 |
| Other | 20 | 5 |
| | 399 | 100% |

It can be seen from this that mailing to faculty members is perhaps the most effective way of making students aware of the program. Several faculty members went out of their way to recruit particularly well qualified students. Among those faculty members deserving special mention in this regard are Gene Martin and Gordon Reckord at the University of Oregon, Carol Creedon and Maure Goldschmidt at Reed College and Ann Kendricks at Northwestern School of Law.

Some conspicuous failures also became evident in the above table. Student organizations appear to be almost useless in transmitting information about the program to their members. An exception to this is OSPIRG (Oregon Students Public Interest Research Group), the Ralph Nader inspired organization which also served as sponsoring agency to seven of the 1972 interns. It also appears that student newspapers are an inefficient means of passing information to students. Only three newspapers, those at Portland State University, the University of Oregon, and the University of Portland were mentioned as sources of information about WICHE. Two final notes on the table: 1) only 399 of the 547 applicants answered this question; and 2) the category "other" refers to cases such as Oregon parents informing their college student offspring attending schools outside of Oregon and cases where a name was given but no indication as to the named individual's affiliation.

Once the applications were in hand, the screening process was begun. Applicants were ranked on a scale from one to three on each of four criteria -- grade point average, relevance of academic major to internship applied for, relevance of past work experience and volunteer activity to positions applied for, and ability to use the English language as indicated by the writing sample. The maximum score a student could obtain, then, was 12. Each student's academic major and work experience were re-evaluated as they were considered for different positions. At the time the students were being rated according to their first choice of internships, their second and third choices were noted, as were positions not indicated by the student, but for which the evaluators felt that the student's interest and background might suit him. Next the references listed by the student were contacted to obtain judgments on the student's suitability for the specific projects applied for and his capability for independent work with a minimum of supervision. Finally, the three or four students who appeared the best suited for a particular project were recommended to the sponsoring agency for its consideration and final selection.

The procedure described above was generally followed, but there were exceptions. All applications listing a position with OSPIRG as first choice were immediately turned over to OSPIRG for total screening and selection. Applications from students who listed a non-OSPIRG project as their first choice with an OSPIRG project second, and who were not selected for their first choice, were also made available for OSPIRG's consideration. A few other sponsoring agencies also chose to do their own screening and selection from scratch.

When the process was complete, students from Southern Oregon, Willamette, Oregon State, Reed, Oregon, Portland State, Washington State, and Princeton had been placed in Oregon. In addition, referrals from the file of applications at the Urban Studies Center resulted in students being placed in Washington, Idaho and California.

While the recruitment and selection of students appears to have been more widespread, open and successful in 1972 than in 1971, a number of deficiencies remain.

1) Recruitment of students, like recruitment of sponsors, was begun too late. Effective recruitment of students must follow chronologically the development of specific projects for which to apply. The key to early student recruitment then lies in even earlier project and sponsor selection.

2) This year's efforts were again too limited in scope. Again, this was due in large measure to lack of time.

3) The criteria by which initial screening of applicants took place was somewhat subjective. It was particularly difficult to objectively compare one student's writing sample on Locke with another's legal brief or yet another's paper on reactions of sodium.

4) The screening procedure was in some ways inefficient. When, for example, sponsors wished to interview a graduate student in psychology (either because the project came in late or was revised), it was necessary for someone to sift by hand through 500 application forms to find same.

5) One major mistake was made due entirely to a failure to communicate. An intern was recruited, selected and accepted only to find out at the last minute that he was to work in a different city from what he had expected. Neither intern nor sponsor had asked the right questions, nor had the Urban Studies Center provided either with adequate information.

6) Some colleges in Oregon were definitely unrepresented or underrepresented. One cause of this is the requirement of many projects for certain types of technical expertise not available at small liberal arts colleges. Hopefully, with the development of more humanities-oriented internships, this imbalance will be corrected. Another cause of this malapportionment

is the inequitable distribution of information. The best efforts of mailings to and news releases on other campuses cannot equal the personal contacts and constant conversation about WICHE in and around the Urban Studies Center. As a result, Portland State Students have an advantage over students at other schools.

7) For a number of reasons, minority students are still inadequately represented among the WICHE interns, although more minority students were offered and accepted internships this year than ever before.

Recommendations for the alleviation of these problems will be found in the section on Student Recruitment -- 1973.

SUMMER ADMINISTRATION -- 1972

When students had been selected for projects, the next step was to get sponsors, interns, people from the Urban Studies Center and WICHE personnel together. This was done at a meeting on May 23rd. The memorandum on the following page, sent to those unable to attend the meeting, outlines the items covered. The second memorandum was handed out to all interns and sponsors who attended the meeting, as well as being mailed to those who were absent.

In most cases, sponsors and interns seemed glad of the chance to meet with one another and with people from WICHE to discuss ground rules and procedures in general and specific projects in particular.

At the same time, WICHE made available to the Urban Studies Center an internship for the Center's use on the program during the summer. This intern's duties were quite varied. He was to administer the host of little details that arise during the course of the summer. Basically, he was to serve, as the Goebel Report suggested, as a continuing liaison between interns and sponsors on one hand and WICHE and the Urban Studies Center on the other hand. This intern was also to evaluate the recruitment and selection process. The same Urban Studies graduate student who had been working with WICHE since the first of the year was appointed to this internship.

His first activity was to write a letter of introduction (Appendix II) for each intern. This letter was designed to serve two purposes: first, to identify the intern to individuals and agencies with whom interviews or consultations might be necessary for the successful completion of the project; and second, to clarify the student's position as intern and not as agent or employee of either WICHE or the sponsoring agency.

As the summer progressed, this administrative intern found the scope of his duties broadening. He was involved in the writing of grant proposals and some initial contact with potential 1973 sponsors. He arranged travel funds, located some personnel and other resources to aid interns and in general served as a funnel for intern requests to WICHE in Boulder. Near the end of the summer, at the point when most interns had completed their field work and were beginning to write up their reports, he visted as many project sites as possible, especially those outside the Portland/Salem area. It was hoped that by visiting at this time he could answer any questions regarding physical layout of the final project and matters of this nature.

Perhaps the most useful single act performed by this intern all summer was the setting up of the July 14th intern meeting. There were a number of reasons for this meeting. One was to allow the coordinator and his intern to meet those other interns they had not met before. Another was to make both coordinator and administrative intern available for mass questioning. But probably most important, the meeting introduced intern to intern, so

PORTLAND STATE UNIVERSITY
Urban Studies Center

May 26, 1972

TO: Summer 1972 WICHE Interns and Sponsors

FROM: Barrett MacDougall

The following notes might be of interest to those of you unable to attend the May 23rd meeting.

First, please see the enclosed memorandum on project descriptions. This is of the utmost importance.

Second, the intern's first stipend check--20 percent of the total stipend will be waiting with the sponsor for the intern to pick up on the first day he reports for work. Subsequent checks will be available at three-week intervals, upon receipt by WICHE of a report from the sponsor that the intern is working satisfactorily. The final check will be available when WICHE receives the intern's final report. NO REPORT, NO CHECK! If the final report is not received within 30 days after the termination date, the intern WILL NOT receive a final check, but WILL be responsible for completing the report.

Third, the form and content of the final report is to be decided upon by the intern and sponsor.

Fourth, the intern is NOT an agent or employee of either WICHE or the sponsoring agency. Therefore, he is not covered by Workman's Compensation, FICA, or anything of that sort, unless the agency decides on its own to provide such coverage.

Fifth, the sponsoring agency has the right to set the hours of work for the intern, but it is hoped and expected that the sponsor will be sufficiently flexible that the intern can work at the times (e.g., nights, weekends) most productive for him. A WICHE internship is regarded as a full-time project; hence part-time jobs and/or summer school are OUT.

Sixth, if the intern wishes to take some time off in the middle of the project, to be made up later, and the sponsor is agreeable, WICHE is agreeable.

Seventh, interns are regarded as professional consultants and are not to be used by the agencies for filing, typing, answering phones, cleaning up, or other routine jobs.

Eighth, there will be a meeting just for interns on either July 7 or July 14. The meeting will be at Portland State. Transportation will be paid for out-of-town interns. More on this later.

Ninth, it is expected that sponsors will aid relocated interns in finding suitable housing.

Tenth, please set up a committee as soon as possible, if this has not been done.

Eleventh, it may be possible for interns to obtain college credit for work done on their projects. It is the responsibility of the intern to arrange this with the appropriate instructor. Recommended procedure is to set things up so as to get credit in the fall term 1972, thus obviating the necessity of paying summer school tuition fees. This should be arranged before the project begins.

Twelfth, sponsors are expected to provide secretarial assistance in putting the intern's final report into publishable form.

Finally, I will be here at the Urban Studies Center (503-229-4015) all summer to try to facilitate things for all concerned. Please do not hesitate to call me, collect. Among the problems I foresee that I might be of help in solving are: tracing lost checks, arranging advances on travel funds, if vital, mediating differences of opinion between sponsor and intern, locating experts and other resource personnel to answer tough technical questions, fighting unbeatable foes, and such like.

We feel that it will be more efficient for all concerned if as much administrivia as possible is handled here. If, however, you determine that I am ignoring, attacking, obstructing, or deceiving you, call WICHE in Boulder, Colorado: Lee Cheaney, Bob Hullinghorst, or Ms. Kathy Lobato, 303-449-3333, collect.

Have a good summer!

BM/jc

Portland State University
Urban Studies Center

M E M O R A N D U M

May 22, 1972

TO: Summer 1972 WICHE Sponsors and Interns

FROM: Sumner M. Sharpe and Barrett MacDougall

Not later than the end of the first week that the intern is actually "on the job," a revised and detailed outline of the project must be submitted to Barrett MacDougall at the Urban Studies Center. It is expected that this outline will be about two pages in length. This outline will be the result of discussion between project supervisor, intern, and project committee members, and should reflect agreement on the scope and objectives of the project and on the work schedule.

There are three main reasons for this outline:

1. To clarify and solidify in the minds of all concerned just what is to be done.

2. To preclude the possibility of any later misunderstandings between sponsor and intern.

3. To allow for, and inform WICHE of any modifications in the project that seem appropriate to both sponsor and intern.

This outline is an essential and integral part of the summer project, and its preparation is to be the intern's first order of business.

BM/jc

each could talk about his project, how it was going, and the strengths and weaknesses of his particular relationship with his sponsor. Interns also had at this meeting an open forum in which to bitch and complain about the program and its administration, as well as to laud it.

It is difficult for the intern involved in the summer administration of the Oregon WICHE Internship Program to evaluate that part of it. While he feels that it was successful, he is just too close to it to be sufficiently objective in his judgment. The first recommendation, therefore, is that WICHE, immediately upon completion of the 1972 summer program, contact all sponsors and agencies for feedback as to the performance of the liaison intern at the Urban Studies Center. Among the questions that might be asked are:

> Were you aware of the existence and purpose of this intern?
>
> Did you try to contact him? Were you successful?
>
> Did you find him a help? A hindrance?
>
> Was he able to aid you in any way? Do you think he tried?
>
> Did he contact you? Too much? Not enough?
>
> Can you name a specific instance where he helped you (please specify)?
>
> Can you name a specific instance where he hindered you (please specify)?
>
> Were there any cases where you could get no satisfaction from him and had to contact WICHE in Boulder directly?
>
> Or, were you saved having to contact Boulder by some action of this intern?
>
> Generally, do you feel the creation of this position was worthwhile? Or, is it simply another excess layer of bureaucracy?

The other recommendation as to the summer administration of the program deals with the Project Committee. The Goebel Report showed that most students had little familiarity and less contact with the committee, and this situation does not seem to have improved. The Internship Handbook states:

> "One of the requirements of the Internship Program is that the sponsoring agency takes the initiative in organizing a Project Committee which will serve as an advisory group during the internship." (p. 5)

To realize this requirement, therefore, it is suggested that:

1) This requirement be emphasized to sponsors at the time of project development;

2) That the Urban Studies Center offer all possible aid and assistance to the sponsor in setting up the committee;

3) The student's official notice of appointment from WICHE contain names of all committee members, as well as of the chairman;

4) The student be encouraged, between the time of his appointment and the start of his project, to suggest one or two additional committee members of his own choosing; and

5) A meeting of the student with the Project Committee during the first week he is "on the job" be made a regular part of the orientation process.

STUDENT RECRUITMENT -- 1973

The following recommendations are made in the belief that their adoption, as presented or in some modified form, will help make future recruitment of students for the Oregon WICHE Internship Program more widespread, more just, and more efficient.

1) Interns returning to their campuses in the Fall of 1972 might be hired on a part-time or piecework basis to inform their fellow students about the WICHE Internship Program and its benefits. This might work particularly well at smaller schools such as Southern Oregon and Willamette.

2) The coordinator of the program in Oregon and/or his assistants should make well publicized visits to all other major campuses in the state. The visits should have the dual benefit of both making WICHE and the program known on these campuses and allowing the coordinator to meet personally potential campus contacts.

3) The writing sample submitted with the application form should be directed specifically toward the internship for which the student is applying.

4) An active effort should be made to recruit more minority group members into the program. This should be done both on the general grounds of equity and specifically because certain projects may be developed that could be handled better by minority students -- projects on an Indian reservation, for example.

5) As an aid in implementing these recommendations, and in improving the general efficiency of the student recruitment and selection process, the modification of the application forms is suggested. One possibility is the set of forms included in Appendix III.

Forms III 1a and III 1b would be on both sides of one piece of 8 1/2 x 11" card stock, very similar to the forms used in 1972. The left hand side of III 1a is the only truly different part. It is set up in such a manner as to allow the information to be easily transferred to standard computer cards. This would make possible the use of a card sorter-counter, available in a number of locations on the Portland State campus, to immediately locate all applicants having a particular set of characteristics. The numbers after the spaces indicate columns on the computer card. In addition to making the selection of applicants much more efficient, this system could also aid in establishing a statistical profile of applicants or anything of this nature that WICHE might need to know. All necessary details for filling out this part of the application form may be found on the Student Information Sheet, III 2.

Forms III 3a and III 3b are again both sides of one piece of 8 1/2 x 11" card stock. This sheet would be perforated twice, once along each heavy black line. The student would simply tear off one of the three forms and

present it to each reference. The reference could fill it out and drop it in the mail at his leisure.

It is hoped that the suggestions and form design offered here might be adopted, at least in part, as a step toward more equitable and efficient recruitment and selection of students for the WICHE Resources Development Internship Program in Oregon.

The preceding intern report was completed by the following intern:

Name: Barrett MacDougall

Present Address: 2030 N.W. Marshall, #110
Portland, Oregon 97209

Permanent Address: Same as above

Immediately prior to this internship, the intern was a student at:

College: Portland State University

Major Field: Urban Studies

Year in School: Ph.D. Candidate

The preceding intern report was read and approved by:

Name: Sumner M. Sharpe

Title: Associate Director, Urban Studies Center

Address: Urban Studies Center
Portland State University
Portland, Oregon

If you have further comments about this intern report, please write or phone:

Bob Hullinghorst, Program Director
Resources Development Internship Program
Western Interstate Commission for Higher Education
P. O. Drawer "P"
Boulder, Colorado 80302

Phone: 303/449-3333

APPENDIX I

List of Projects

For more information re: project descriptions, contact the Urban Studies Center, PSU (229-4015)

| Location/Agency | Project Title/Brief Description | Academic Level/Field of Study |
|---|---|---|
| Cascade Locks/Port of Cascade Locks | User survey - Cascade Marine Park - and initial study of feasibility of an "arts crafts village" development. | Any mature student: liberal arts, business administration, planning, architecture, or any relevant field. |
| Coos Bay/ Chamber of Commerce | Feasibility, organizing and initiate implementation of community promotional program for Coos Bay Mall. | Any mature student: business administration, marketing, public relations, social sciences. |
| Eugene/Consumer Rights Research Center | Investigation of alternative methods of financing higher education in Oregon; specific emphasis on "portable scholarships." | Any mature student: some expertise in accounting and/or computer skills. |
| Eugene/Lane County Planning Dept. | Research and development of an integrated development code process, i.e., general elements, organization and administration changes necessary to make transition. | Master's students: planning or architecture, urban development, urban studies, law. |
| Eugene/Portland/OSPIRG | Research and background study re: Rock Mesa mining claims. | Any mature student: law, economics, geology, or related field. |
| Gresham/Mt. Hood Community College | Economic impact of community college on its environs - model for study available. | Graduate student: economics |
| Gresham/Mt. Hood Community College | Develop a communications & problem-solving model; conduct/coordinate and evaluate a program (conference) to get diverse community groups together to deal with and solve community problems. | Graduate student (preferably Ph.D): economics, industrial development, planning, community affairs, political science, or related |
| Medford/City of Medford | Identification of problems and resources and recommend appropriate directions for industrial diversification. | Any mature student: economics, business administration, planning, public administration. |
| Medford/Operation Transport | Survey and report on available transportation services, profile of riders, documentation of needs - basis for future planning. | Master's student: social sciences, transportation, planning. |
| Medford/Rogue Valley Memorial Hospital | Research and study in hospital administration, especially personnel functions & and problems | Any mature student: any relevant field. |

| Location/Agency | Project Title/Brief Description | Academic Level/Field of Study |
|---|---|---|
| Newport/Fish Commission of Oregon (2 internships) | 1. Review of sampling methods & development of a statistical basis for improved sampling methods.<br>2. Developing a technique for age determination of yellow-tailed rock fish. | Any ature student: fisheries, biology or any relevant field. |
| Pendleton/East Central Oregon Association of Counties | Assist with early phases of developing a district-wide sewer, water, open space & solid waste plan. | Any mature student: physical sciences, planning, or architecture. |
| Portland/Center for Urban Encounter, Council of Churches | Educational needs research, e.g., community schools, continuing education, or alternative educational systems. | Senior/graduate student: education or any relevant field. |
| Portland/City-County Charter Commission | Review and recommendations re: alternative feasible methods of financing public services. | Master's student: public finance, public administration (knowledge of accounting and finance). |
| Portland/City of Portland | Inner city neighborhood preservation and policy re land use controls and property taxation. | Any mature student: urban studies, planning, law, social sciences. |
| Portland/Columbia Region Association of Governments | Research and evaluation - social service responsibilities of councils of government | Master's student: social sciences. |
| Portland/Housing Authority of Portland | Develop a career ladder training and education component for tenant employees. | Graduate student: public affairs, urban studies, social work, or comparable fiel |
| Portland/Metropolitan Economic Development Industrial Alliance, Inc.(MEDIA) | Develop client-oriented long range business plan, e.g., marketing plan, business practices, etc. | Master's student: business administratio |
| Portland/Model Cities Agency | Evaluative research for operating agencies or resource development/project planning for youth affairs council, drug program, and/or lead paint poisoning prevention program. | Any mature student: any field. |
| Portland/Multnomah County Commissioners Detoxification Center | Research and program development | Any mature student: psychology, social work, public affairs, any related field. |
| Portland/Multnomah County Commissioners County Health Department | Research & program development, e.g., allocation of nursing personnel, reporting systems. | Any mature student: public administratio public health, or any related field. |

| Location/Agency | Project Title/Brief Description | Academic Level/Field of Study |
|---|---|---|
| Portland/Multnomah County Commissioners Juvenile Detention Home | Research and staff operations and program development. | Any mature student: psychology, sociolo criminology, social work, public affair or any related field. |
| Portland/National Alliance of Businessmen (2 internships) | Plan for optimum program for placing disadvantaged persons in private-sector employment in metropolitan market including specialized analyses of job market and labor market. | Any mature student: any field. |
| Portland/OSPIRG | Study of Oregon's timber resources - their use and restoration. | Any mature student: forestry, economics geography, or related fields. |
| Portland/Port of Portland | Technical field supervisor: development of Kelley Point Park in Rivergate Industrial District. | Any mature student: planning, architecture, landscape architecture, or recreation management. |
| Portland/Portland Action Committees Together, Inc. (PACT) | Survey and research as basis for establishing community development corporation. Possible research areas -- education, health & mental health, environment, citizen participation. | Any mature student: any relevant field. |
| Portland/Western Environment Trade Association (WETA) | Economic impact study of highway construction projects. | Juniors, Seniors, Graduate students: economics, engineering, or any relevant field. |
| Portland/Western Environment Trade Association (WETA) & Environmental Education Center (PSU) | Study of environmental data sources and develop storage-retrieval system. | Seniors and graduate students: law or any relevant field. |
| Powers/Coos County Economic Development & Coordinating Committee | Develop a reasonable plan for resource development and promotion to generate more industry and employment. | Any mature student: economics, public relations, business administration, social sciences. |
| Roseburg/Coos-Curry-Douglas Economic Improvement Association | Develop tourism program for three counties e.g., major facility development, off-season tourism plan, plan for coordination of promotion activities. | Master's student: economics, business administration |

| Location/Agency | Project Title/Brief Description | Academic Level/Field of Study |
|---|---|---|
| Salem/Executive Dept., Economic Research, State of Oregon | Information for a resource allocation report, i.e., per capita consumption inventory and preliminary flow map showing typical systemic & geographic origins and destinations of energy & materials passing through consumers. | Seniors, Master's or Doctoral students: economics, geography. |
| Salem/Oregon State Department of Revenue (2 internships) | 3 projects planned) - 1) analysis of effects of Oregon's political contribution law; 2) analysis of effects of Oregon's pollution control facilities credit on income and property tax revenues; 3) property tax revenue estimation model, i.e., a model to test effects of exemptions, etc. | Doctoral students: economics |
| Salem/Portland/OSPIRG | Review and assessment of Insurance Commissioner's functions, especially re: life insurance matters. | Any mature student: accounting, law, insurance, or related field. |
| Salem/Portland/OSPIRG | Review of criteria and procedures for letting of consultant contracts with State agencies. | Any mature student: planning, law, urban studies, public affairs, political science, or related field. |
| Salem/Portland, OSPIRG/Oregon Environmental Council | Identification and research on environmental issues. Preparation of legislation for 1973 Legislature. | Any mature student: planning, law, urban studies, public affairs, political science or related fields. |
| Vancouver, Wash./Clark County | Central business district impact area - socio-economic analysis. | Any mature student: any relevant field. |
| No specific location/OSPIRG | General internship - research on consumer problems. Students encouraged to submit research projects for support. | Any mature student: law or any relevant field |
| No specific location/OSPIRG | General internship - research on environmental problems. Students encouraged to submit research projects for support. | Any mature student: physical sciences, economics, planning, geography, or any |

APPENDIX II

Letter of Introduction

May 25, 1972

To Whom It May Concern:

This letter is to introduce , a student intern in the Oregon WICHE Resources Internship Program. (Mr./Ms.) is currently working on a project sponsored jointly by WICHE (Western Interstate Commission for Higher Education and the (agency) .

As an intern, (Mr./Ms.) is not an employee or agent of either WICHE or (agency) but is considered to have the status of a professional consultant.

Please extend to this intern all possible courtesy and assistance. If further information is desired, don't hesitate to contact me.

Sincerely,

Barrett MacDougall
Summer Administrator
Oregon WICHE Resources Intern Program

BM/jc

APPENDIX III

Application Forms

Name
Work more than 40 hours
Attend college
Own lodging
Driver's license
Automobile
Move?
Alternate Internships
Military(Draft) Status
Source of Information
Experience
Major Field
Grade point average
Year in School
School
Citizenship
Extra Curricular Activities
Source of Referrals
Sex (M,F)
Date of Birth (MM/DD)
Social Security Number (1-9)
(10-15)
16
17
18,19
20
21
22,23
24,25
26,27
(28-31)
32,33
34,35
36,37
38
39
40
41
42
43
44
45
(46-50)

APPLICATION DEADLINE:

FIRST CLASS
Permit No XXX
Portland, OR.

# BUSINESS REPLY MAIL

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

***POSTAGE WILL BE PAID BY***

Oregon WIDER Intern Program
Urban Studies Center
Portland State University
P. O. Box 751
Portland, Oregon 97207

TAPE OR STAPLE CLOSED

WICHE

Resources Development Internship Program
Western Interstate Commission for Higher Education

1972 Intern Application From: *

Print full name

Address

City State Zip Code

Telephone ___ - ___ - ___
Area Code Number Extension

*Type or use BLACK ink.

PERSONAL:

Permanent Address: Care of

Address

City State Zip Telephone

List three college instructors or employers who will help us evaluate your qualifications for an internship:

| Name | Telephone Number |
|---|---|
| | |
| | |
| | |

Have you reviewed any outlines of next summer's intern projects? ☐ Yes ☐ No
If "yes", please list the projects you would prefer in order of preference in the spaces below. If "no", please use these spaces to indicate the types of projects and sponsors that might interest you the most.

| | Project Title | Project Sponsor |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |

Comments on your preferences:

FINANCES:

If you are accepted as a regular WICHE Intern, you will be paid a stipend computed as follows:

☐ Undergraduates receive $75 per week for twelve weeks.

☐ Graduates and graduate students receive $85 per week for twelve weeks.

☐ Interns paying for their own lodging receive an additional $10 per week. (Not available for students living with their parents or in facilities provided free.)

--CHECK THE STIPEND CATEGORIES THAT APPLY TO YOU--

Will this intern stipend be adequate to meet your living expenses and other financial obligations? ☐ Yes ☐ No If not, how do you plan to meet the balance of your obligations, should you accept an internship?

(The internship requires total attention, so additional part-time jobs or classes are not possible.)

AVAILABILITY:

When could you begin your internship? Monday, _____
date

WRITING SAMPLE

We need a sample of your writing that will reflect your ability to express yourself verbally. This should be typed; and it must be no shorter than one double-spaced page nor longer than three pages. It should elaborate on your qualifications for and interest in the internships for which you have applied, and it should indicate how you would undertake an intern project. The sample should be sent with this application. Unfortunately, no writing samples can be returned.

For further information please write or telephone Sumner Sharpe or Barrett MacDougall at the Portland State University Urban Studies Center. AC503/[illegible]

# STUDENT INFORMATION SHEET

This sheet is designed to help you fill in the application form. It is set up in this way so as to make computer coding possible, which will in turn result in a more precise matching of intern and project. Therefore, please take the time to be accurate.

**Marital Status (17)**

0 = single
1 = married
2 = divorced
3 = separated
4 = widowed
5 = other

**Ethnic Group (2)**

This is optional. Its purpose is to enable WICHE to actively recruit members of minorities.

0 = Black
1 = American Indian
2 = Oriental
3 = Chicano
4 = Puerto Rican
5 = Other Spanish surname
6 = Other

**Citizenship (21)**

0 = U.S.
1 = Student visa
2 = Permanent resident
4 = Exchange student
5 = Other

**School (22, 23)**

01 = Oregon
02 = Oregon State
03 = Portland State
04 = U. of Portland
05 = Reed
06 = Willamette
07 = Lewis & Clark
08 = Southern Oregon
09 = Ore. Coll. of Educ.
10 = Southern Oregon
11 = Eastern Oregon
12 = Oregon Tech. Inst.
13 = Marylhurst
14 = Mt. Angel
15 = Pacific
16 = George Fox
17 = Linfield
18 = Cascade
19 = Columbia Christian
20 = Northwest Christian
21 = Warner Pacific
22 = UO Medical School
23 = UO Nursing School
24 = UO Dental School
25 = Other 4-yr. Ore. College
26 = Junior College
27 = College outside Oregon

**Present Year in School (24, 25)**

01 = Sophomore
02 = Junior
03 = Senior
04 = M.A. or M.S.
05 = M.Ed. or M.A.T.
06 = Ph.D.
07 = Ed.D
08 = Post-baccalaureate
09 = Professional School
10 = Other

Major Field (26,27)

HUMANITIES
- 11 Archeology
- 12 Architecture
- 26 Art History
- 13 Classical Languages
- 28 Comparative Lit.
- 53 Dramatic Arts
- 14 English
- 29 Far Eastern Languages and Literature
- 15 Fine Arts, Art, Design
- 16 French
- 17 German
- 58 Italian
- 18 Journalism
- 04 Linguistics
- 19 Music
- 57 Near Eastern Languages and Literature
- 20 Philosophy
- 21 Religious Studies or Religion
- 22 Russian
- 23 Spanish
- 24 Speech
- 10 Other Foreign Lang.

SOCIAL SCIENCES
- 27 American Studies
- 81 Anthropology
- 82 Business & Commerce
- 83 Communications
- 84 Economics
- 85 Education (incl. M.A. in teaching)
- 09 Educ. Psychology
- 92 Government
- 99 Guidance & Counseling
- 86 History
- 87 Industrial Relations and Personnel
- 88 International Relations
- 89 Law
- 90 Library Science
- 91 Physical Education
- 92 Political Science
- 93 Psychology
- 94 Public Administration
- 55 Slavic Studies
- 79 Social Psychology
- 95 Social Work
- 96 Sociology
- 97 Urban Development (Regional Planning)
- 80 Other Social Sciences

BIOLOGICAL SCIENCES
- 31 Agriculture
- 32 Anatomy
- 05 Audiology
- 33 Bacteriology
- 34 Biochemistry
- 35 Biology
- 36 Biophysics
- 37 Botany
- 38 Dentistry
- 39 Entomology
- 40 Forestry
- 06 Genetics
- 41 Home Economics
- 42 Medicine
- 07 Microbiology
- 43 Nursing
- 77 Nutrition
- 44 Occupational Therapy
- 45 Optometry
- 46 Osteopathy
- 08 Parasitology
- 56 Pathology
- 03 Pharacology
- 47 Pharmacy
- 48 Physical Therapy
- 49 Physiology
- 50 Public Health
- 51 Veterinary Medicine
- 52 Zoology
- 30 Other Biolog. Sciences

PHYSICAL SCIENCES
- 54 Applied Mathematics
- 61 Astronomy
- 62 Chemistry
- 78 Computer Sciences
- 63 Engineering, Aeronautical
- 64 Engineering, Chemical
- 65 Engineering, Civil
- 66 Engineering, Electrical
- 67 Engineering, Industrial
- 68 Engineering, Mechanical
- 69 Engineering, Other
- 70 Geography
- 71 Geology
- 72 Mathematics
- 73 Metallurgy
- 74 Mining
- 75 Oceanography
- 76 Physics
- 59 Statistics
- 60 Other Physical Sciences

02 Any department not listed

Grade Point Av. (28-31) — On a scale of A = 4.0

Experience (32,33) — Number of years paid employment or volunteer service relevant to the internships for which you are applying.

Source of Information (34,35) — How did you hear about WICHE Intern Program?

| | |
|---|---|
| 01 = Urban Studies Center | 06 = OSPIRG |
| 02 = Instructor | 07 = Student Organization |
| 03 = Counselor or academic advisor | 08 = Posted notice |
| 04 = Spouse | 09 = Sponsoring agency |
| 05 = Fellow student | 10 = Other |

Draft Status (36,37) — If not applicable, mark 00

Alternate Internships (38) — Do you wish to be considered for internships other than those you have mentioned?
0 = yes 1 = no

Move (39) — Could you move to another town to conduct your internship?
0 = yes 1 = no

Automobile (40) — Will you have an automobile available?
0 = yes 1 = no 2 = occasionally

Driver's License (41) — Do you have a driver's license?
0 = yes 1 = no

Lodging (42) — Would you be paying for your own lodging during
0 = yes 1 = no

Pending Opportunities (43) — Are there opportunities pending which might cause you to refuse this internship were it offered?
0 = yes 1 = no

Attend College (44) — Do you plan to attend college next year
0 = yes 1 = no 2 = maybe

Work more than 40 hrs. (45) — If necessary, could you, and would you work more than 40 hrs. per week to complete your project?
0 = yes 1 = no

Name (46-80) — Last, First, Middle. Don't worry if you run out of either name or spaces.

WICHE

FIRST CLASS
Permit No. xxx
Portland, Or.

BUSINESS REPLY MAIL
NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES

POSTAGE WILL BE PAID BY

Oregon WICHE Intern Program
Urban Studies Center
Portland State University
P. O. Box 751
Portland, Oregon 97207

WICHE

FIRST CLASS
Permit No. xxx
Portland, Or.

BUSINESS REPLY MAIL
NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES

POSTAGE WILL BE PAID BY

Oregon WICHE Intern Program
Urban Studies Center
Portland State University
P. O. Box 751
Portland, Oregon 97207

WICHE

FIRST CLASS
Permit No. xxx
Portland, Or.

BUSINESS REPLY MAIL
NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES

POSTAGE WILL BE PAID BY

Oregon WICHE Intern Program
Urban Studies Center
Portland State University
P. O. Box 751
Portland, Oregon 97207

III 3b

tudent Name: _____

_____

eference's Name Position Telephone Number

s this student capable of independent work, with a minimum of supervision? _____

_____

lease comment on this student's qualifications for the particular projects for which

e or she has applied? _____

_____

_____

_____

_____

tudent Name: _____

_____

eference's Name Position Telephone Number

s this student capable of independent work, with a minimum of supervision? _____

_____

lease comment on this student's qualifications for the particular projects for which

e or she has applied? _____

_____

_____

_____

_____

_____

Student Name: _____

_____

Reference's Name Position Telephone Number

Is this student capable of independent work, with a minimum of supervision? _____

_____

Please comment on this student's qualifications for the particular projects for which

he or she has applied? _____

_____

_____

_____

## THE RESOURCES DEVELOPMENT INTERNSHIP PROGRAM

The preceding report was completed by a WICHE intern during the summer of 1972. This intern's project was part of the Resources Development Internship Program administered by the Western Interstate Commission for Higher Education (WICHE).

The purpose of the internship program is to bring organizations involved in community and economic development, environmental problems and the humanities together with institutions of higher education and their students in the West for the benefit of all.

For these organizations, the intern program provides the problem-solving talents of student manpower while making the resources of universities and colleges more available. For institutions of higher education, the program provides relevant field education for their students while building their capacity for problem-solving.

WICHE is an organization in the West uniquely suited for sponsoring such a program. It is an interstate agency formed by the thirteen western states for the specific purpose of relating the resources of higher education to the needs of western citizens. WICHE has been concerned with a broad range of community needs in the West for some time, insofar as they bear directly on the well-being of western peoples and the future of higher education in the West. WICHE feels that the internship program is one method for meeting its obligations within the thirteen western states. In its efforts to achieve these objectives, WICHE appreciates having received the generous support and assistance of the Economic Development Administration, the Jessie Smith Noyes Foundation, the National Endowment for the Humanities, the National Science Foundation, and of innumerable local leaders and community organizations, including the agency that sponsored this intern project.

For further information, write Bob Hullinghorst, Director, Resources Development Internship Program, WICHE, Drawer "P", Boulder, Colorado, 80302, (303) 449-3333.

## DEPOSITORY LIBRARIES

Copies of many intern reports printed by WICHE may be obtained on loan directly from WICHE or through one of the following depository libraries:

University of Alaska Library
College, Alaska 99735

University of Arizona Library
Tucson, Arizona 85721

University of California Library
Berkeley, California 94720

University of California Library
Los Angeles, California 90024

Norlin Library
University of Colorado
Boulder, Colorado 80302

Gregg M. Sinclair Library
University of Hawaii
Honolulu, Hawaii 96822

University of Idaho Library
Moscow, Idaho 83843

University of Montana Library
Missoula, Montana 59801

University of Nevada
Reno, Nevada 89507

University of New Mexico Library
Albuquerque, New Mexico 87106

University of Oregon Library
Eugene, Oregon 94703

University of Utah Library
Salt Lake City, Utah 84112

University of Washington Library
Seattle, Washington 98105

University of Wyoming Library
Laramie, Wyoming 82070